DOCUMENT RESUME

ED 173 581 CE 021 673

TITLE	Looking Towards the Future.
INSTITUTION	City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Bureau of Business Education.
SPONS AGENCY	City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Bureau of Business Education.
PUB DATE	[77]
NOTE	36p.; Report prepared by the Statewide Business Education Review Committee
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Articulation (Program); *Business Education; Core Curriculum; Curriculum Development; Educational Objectives; Educational Resources; *Program Evaluation; Relevance (Education); Secondary Education; *State Programs
IDENTIFIERS	*New York

ABSTRACT

Directed to all New York State business education teachers, other teachers, and business and educational groups, this report contains recommendations made by the Statewide Business Review Committee. Report topics include the following: student populations to be served; business education programs; core requirements of the business education curriculum; the business education curriculum (competency-based, recommended curriculum development procedures, meeting local and individual needs, state and required committees, and implementation); effective use of resources and instructional strategies (the teacher as a manager of learning resources, articulation with business, and teaching methods); adult business education; program articulation; business teacher education; and maintaining a relevant business education program. (JH)

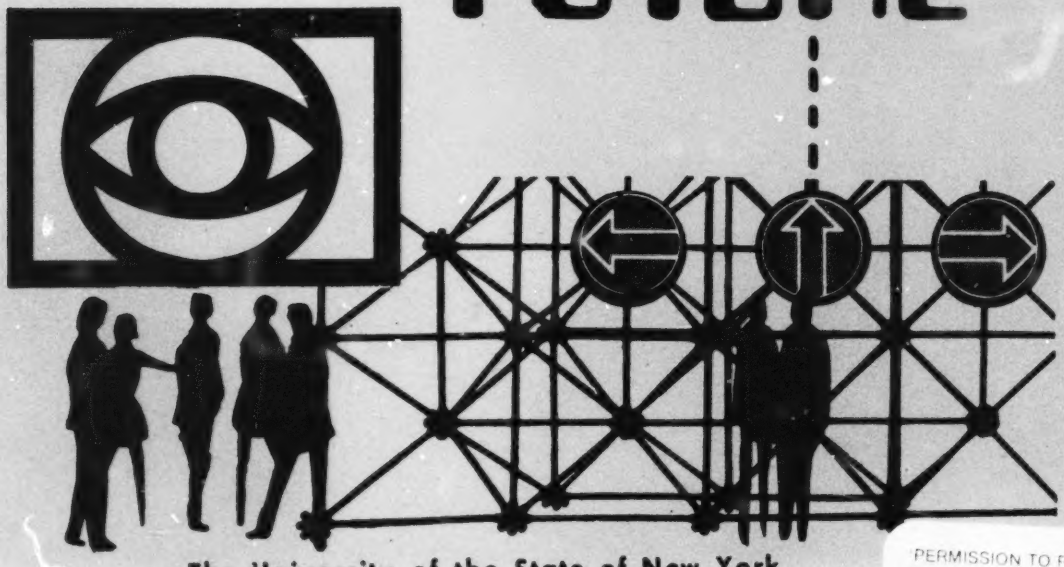
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED173581

A REPORT BY: THE STATEWIDE BUSINESS EDUCATION REVIEW COMMITTEE

LOOKING TOWARDS...

THE FUTURE



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Bureau of Business Education

Albany, N. Y. 12230

2

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

IRDOE/CASE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

CE 021 673

CE 1

A Joint Project Sponsored By:

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

Lee Cohen, Institute Director

Sigmund Tobias, Project Director

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Business Education
Albany, New York 12230

Gerald L. Freeborne, Assistant Commissioner

Douglas T. Adamson, Director

Willard R. Daggett, Chief

CE021673

CONTENTS

	Page
Preface	ii
Report Highlights	1
Introduction	5
Student Populations to Be Served	7
Business Education Programs	7
Core Requirements of the Business Education Curriculum	8
The Business Education Curriculum	13
Competency Based	13
Recommended Curriculum Development Procedures	14
Meeting Local and Individual Needs	14
State and Regional Committees	15
Implementation	15
Effective Use of Resources and Instructional Strategies	15
The Teacher as Manager of Learning Resources	15
Articulation with Business	16
Teaching Methods	16
Adult Business Education	17
Program Articulation	17
Business Teacher Education	18
Maintaining a Relevant Business Education Program	19
Appendix A: Committee Members	20
Appendix B: Position Papers	23
Figure 1: The Proposed Business Education Curriculum, Flow Chart of	6
Table 1: Core Requirements of Basic Competencies Needed for Employment and for Personal Use in the Business Education Curriculum	9

Preface

The initiation and management of change is a very difficult task and, therefore, is often avoided. DUE TO THE COMPLEX ARRAY OF CHALLENGES BROUGHT ABOUT BY CHANGING OFFICE TECHNOLOGY AND PROCEDURES, HOWEVER, BUSINESS EDUCATORS CAN NO LONGER DELAY THE DEVELOPMENT OF A COMPREHENSIVE PROGRAM TO MANAGE THE CHANGES WITH WHICH THEY MUST COPE IN THE YEARS AHEAD. To this end the State Education Department and the City University of New York jointly sponsored a Statewide Business Education Review Committee. This committee is comprised of 16 members--five secondary school business education teachers, two city directors of business education, five business executives, two college professors, one district superintendent of schools, and one representative of the Bureau of Business Education. A list of these participants appears in Appendix A. The participants represent a cross-section of geographic areas, business establishments and school sizes. To date, the committee has held seven two-day meetings since convening in May 1977.

The committee members reviewed a wide array of materials of both historical and futuristic nature. At each meeting a series of nationally respected experts presented papers to the committee. A list of these position papers appears in Appendix B. Upon request, copies will be supplied to any interested individual or institution.

This draft report is directed to all New York State business education teachers and all other teachers and educational and business groups who are or should be interested: area leaders, professional organizations, regional planners, regional ISSOE coordinators, teacher educators, city directors, beginning teachers, guidance personnel, chief school officers, parent groups, and the business community. The committee recognizes that support of both the education and business communities is needed in order for these recommendations to be implemented and, therefore, presents this report for review and reaction. Comments, suggestions, and reactions should be directed by May 15, 1979, to the Committee Administrator, Phillip S. Atkinson, whose address may be found on the "Response Form" at the end of this report. Responses will be summarized and reviewed by this committee, which is scheduled to hold its next meeting in June 1979.

Willard R. Daggett
Committee Chairman

Phillip S. Atkinson
Committee Administrator

Sigmund Tobias
Project Director

Report Highlights

Goals by 1985

In summary, the committee based its recommendations on the following rationale:

- Continuous changes within both the business and education communities dictate the need to re-evaluate the position and operational structure that business education will take in the immediate years ahead.

- Declining school enrollments and more stringent financial restraints in the years immediately ahead will cause educational planners to set priorities for the use of limited financial resources, justified against both educational and financial yardsticks.

- Increased automation of the office environment and computerization in the keeping of records, changing office structure, and the resulting effects on employees and customers will impose upon tomorrow's business education graduate very different employment requirements than those of the past.

The highlights of the report are presented here in summary, with notations of pages on which further discussion of the item may be found. The statement following FROM is intended to describe the present situation; the statement following TO is the goal recommended by the committee.

Report Highlights

Goals by 1985

	Topic (and pages where discussion may be found)	From	To
1	Program titles (p. 7)	Stenographic	Executive Office Assistant
		General Office - Clerical	General Clerical Assistant
		Bookkeeping/Accounting	Bookkeeping/Accounting
		Non-Vocational Business Education (Personal Use)	Personal Business Management
		Automated Data Processing	*Automated Data Processing
2	Business education curriculum (p. 13)	Units of study tied to subject matter outlines and time allocations	Competency based modules organized around one or more competencies
3	Population served (p. 7)	No official position or priority statement	Assigned priority order when finances are limited, as follows:

Priority	Program
1	Business occupation programs for business career students
2	Occupational skills courses for academic program students
3	Personal use programs
4	Business occupational skills courses for students from other vocational programs

* To be offered in selected secondary schools where a labor market justifies the need

	Topic (and pages) where discussion may be found	From	To
4	Changed emphasis:		
	a Decision making	Low priority	High priority
	b Communication ability	Low priority	High priority
	c Understanding of work flow	Low priority	High priority
	d Interaction with colleagues and supervisors	Low priority	High priority
	e Ability to adapt to change (p. 13)	Low priority	High priority
5	Learning beyond classroom (p. 15)	Limited use of community	Extensive use of business and community people and resources
6	Business educator (p. 18)	Primarily a transmitter of knowledge within the classroom	A manager of learning resources within and beyond the classroom in addition to a transmitter of knowledge
7	Articulation (p. 17)	Overlapping and jurisdictional disputes	No duplication and enforced acceptance based on achievement of competencies
8	Local districts (p. 14)	Imposed State curriculum	Guided procedures for establishing local programs that include universal core competencies
9	State Education Department (p. 19)	Development of State curriculum, guidelines and procedures	Leadership in implementing the recommendations of the committee as well as the development of appropriate guidelines and procedures

	Topic (and pages where discussion may be found	From	To
10	Business Career education prior to the ninth grade (p. 7)	Largely not dealt with	Responsibility of business education, including teachers and students serving as rescurces for elementary and intermediate schools
11	Adult business education (p. 17)	Fragmented program offerings	Increased coordination of program offerings and move toward certification of competencies
12	Business Teacher education (p. 18)	a Proliferation of the number of colleges offering programs	a Consolidated and strengthened programs
		b Office and machine skills training often unarticulated with two-year colleges	b Articulation with two-year colleges to ensure that office and machines skills are provided
		c Some colleges not preparing student to teach at least two of the business career programs	c Approved in colleges that can prepare teachers in at least two business career programs (see Goal No. 1
13	Achievement of goals (p. 5)	Willingness and cooperation of the education community to provide for the leadership needed to develop an excellent and efficient education for all enrolled students.	Reaffirmed

Introduction

In developing its recommendations, the committee carefully considered the difficulties facing both the education and business communities and their possible impact on the business education curriculum. It is clear that declining school enrollments and more stringent financial restraints in the years immediately ahead will force school planners to set priorities for the use of limited financial resources, justified against both educational and financial yardsticks. In addition, efforts will have to be made to deal with low and continuously declining enrollments in the advanced business education courses; changing attitudes, interests, and ability levels of students; availability and training of business teachers; need for articulation between the secondary and postsecondary institutions; and the need for the business education curriculum to meet the needs of all individuals, including adults interested in a business career.

The committee began by analyzing extensively the future labor market in which business education graduates will function. This analysis showed that with the advent of computerization, changing office structure, and the resulting effects on employees and customers, some of the standards of performance and the needs for initial employment that were identified in the past would not be applicable to the future needs of the business community. In some instances, required technical skills and knowledges will be new ones or will be required at higher or in some cases lower levels.

Figure 1 presents in flow-chart form a summary of the committee's recommendations. It shows that the committee recommends three areas for vocational programs and one program for personal use, with priorities higher for the vocational populations. Figure 1 also shows that the committee recommends that the curriculum be competency based in modular form with emphasis on business community input and emphasis on instructional strategies and techniques. Two major outcomes are expected: graduates with marketable skills for the business community and individuals who are competent to handle personal business matters.

The committee's recommendations are intended to set the general parameters on which business education should concentrate in New York State in the immediate years ahead. The committee realizes, of course, that the ultimate realization of an excellent and efficient education for business education students in the years ahead will depend on the willingness of the entire education community to provide the necessary leadership.

Figure 1

The Proposed Business Education Curriculum

Students	Priority	Outcomes	Program Titles	Curriculum Pattern
Students in occupational business programs	1	Graduates with marketable skills for the business community	Executive Office Assistant	Competency Based Modules * Emphasis on business community input * Emphasis on instructional strategies and techniques
Students in academic programs desiring occupational business skills	2		General Clerical Assistant	
Students in occupational programs other than business education, needing business skills	4		Accounting/ Bookkeeping	
All students for personal use	3	Individuals who are competent to handle personal affairs	Personal Business Management	

Student Population to be Served by Secondary School Business Education Programs

Secondary school enrollments are comprised of a wide variety of students with varying abilities, interests, backgrounds, and aspirations. Business education programs need to be designed to enable schools to serve as many students as possible in a cost effective manner. Unfortunately, due to the financial pressures schools are facing, together with declining secondary school enrollments, scaling down of the size of the secondary school facilities and pressure on school planners to offer comprehensive programs in many curriculum areas, schools must set priorities for the programs to be offered. Following are the priorities set by the committee for secondary business education students.

Priority	Students
1	Students in occupational business programs
2	Students in academic programs requesting occupational business skills
3	Students desiring personal use skills
4	Students in occupational programs other than business education, needing business skills

The business education program should also continue to serve adult and handicapped individuals as well as students in career awareness programs prior to the ninth grade.

Business Education Programs

Changing trends in business and office occupations and in the daily activities of individual consumers dictate the need to structure business education into the following occupational subclusters or program areas. The first, second, and fourth are occupational areas. It should be noted that the first two have been assigned first priority by the committee. Personal Business Management is assigned third priority.

1 Executive Office Assistant. The business education program should prepare the student to face the changing trends in business that demand decision-making, management, composition, and proofreading skills/abilities. It must also prepare students to function effectively in smaller, more traditional offices.

2 General Clerical Assistant (including tellers, communication specialists, and clerk typists). The business education program should prepare the student to meet the increased demand for office workers with traditional and new skills demanded by the credit-card age, facilities within banks for payment of bills, and interlocking of telephones with computer terminals for banking and credit transactions, to name a few.

3 Accounting/Bookkeeping. The business education program should prepare the student to meet increased demand for decision-making and financial management to meet projected labor-market needs in the computer age.

4 Personal Business Management. Everyone should be able to manage his/her own personal business affairs. In the years ahead, this task is destined to become more and more complex. The business education program should help students to develop the basic skill competencies necessary to meet this need successfully.

Core Requirements of the Business Education Curriculum

THE COMMITTEE RECOMMENDS THAT COMPETENCIES SERVE AS THE CORE REQUIREMENTS OF THE BUSINESS EDUCATION CURRICULUM. The core competencies selected by the committee are found in Table 1, categorized into basic understandings; basic attitudes; basic skills, including language arts; and management of personal business affairs. Though the committee considers all of the core competencies important, first priority (1) was assigned to those competencies considered critical, second priority (2) was assigned to those competencies considered necessary, and third priority (3) was assigned to those competencies considered desirable. These priorities are a direct outcome of input from the business community and of projections regarding needed competencies for entry-level positions in the decades ahead.

Table 1 should first be read vertically, one career program at a time, to discern what the committee considers the priorities for that one program. Read horizontally, Table 1 shows relative priorities set by the committee for a competency that is more important in one career program than another.

The committee cautions the reader that the stated competencies are not curriculum. Though the student is expected to have these competencies at the end of a program, it is not implied that the business education program must provide all of them for all its students. It is expected that many business students will acquire some of the competencies in other non-business education programs.

Table 1

CORE REQUIREMENTS OF BASIC COMPETENCIES NEEDED FOR EMPLOYMENT AND FOR PERSONAL USE

IN THE BUSINESS EDUCATION CURRICULUM

Core Requirements (Basic Competencies)	Program Areas			
	Executive Office Assistant	General Clerical Assistant	Bookkeeper-Accountant	Personal Business Management
Basic Understandings				
Career Awareness	1	1	1	1
Exploration				
Planning				
Work Ethic	1	1	1	1
Self-Discipline				
Time Management				
Accepting Responsibility				
Self-Improvement				
Assessment of One's Own Worth				
Initiative				
Punctuality				
Dress				
Self-Worth	1	1	1	1
Self Esteem				
Value to Society				

1 = critical
2 = necessary
3 = desirable
- = not a priority

Table 1--continued

Core Requirements (Basic Competencies)	Program Areas			
	Executive Office Assistant	General Clerical Assistant	Bookkeeper-Accountant	Personal Business Management
Business Literacy	1	3	2	1
Economic Understanding				
Ability to Conceptualize Individual Within the Economy				
Knowledge of and Ability to Use Resources				
Computer Literacy	2	2	1	-
Concepts (Understanding Role of Computers in the Business and General Environment)				2
Understanding (Capabilities and Limitations of the System Input/Output Procedures)				-
Business Terminology (Technical)	2	2	1	-
Basic Attitudes				
Adaptability to Change	1	1	1	
Ability to Adjust to Staff Changes				-
Ability to Learn Alternative Procedures or New Equipment				-
Coping Skills				1
Interpersonal Relations	1	1	2	1
Ability to Interact with Others				
Ability to Accept Criticism				
Recognizing the Rights of Others				

Table 1--continued

Core Requirements (Basic Competencies)	Program Areas: Executive Office Assistant	General Clerical Assistant	Bookkeeper-Accountant	Personal Business Management
Basic Skills				
Decision Making/Analytical Abilities/Problem Solving	1	1	1	1
Weighing Alternatives Making Sound Decisions Setting Priorities				
Computation Skills	1	1	1	1
Language Arts				
Writing	1	1	2	1
Grammar/Punctuation Spelling Basic Writing Skills (Clarity) Original Composition				
Reading	1	1	1	1
Comprehension Vocabulary Proofreading				
Speaking	1	2	2	1
Speech (Ability to Transmit Information in a Clear and Concise Manner in One's Daily Activities) Telephone Communications				
Listening	1	1	1	1

Table 1--continued

Core Requirements (Basic Competencies)	Program Areas			
	Executive Office Assistant	General Clerical Assistant	Bookkeeper-Accountant	Personal Business Management
Keyboarding	1 high volume	1 high volume	2 low volume	3
Records Management	2	2	3	3
Recordkeeping	2	2	3	3
Machine Transcription	2	3	-	-
Shorthand	2	-	-	-
Reprographics	3	2	-	-
Data Processing Equipment Operations*	-	-	-	-
Management of Personal Business**	1	2	2	1

* Specialized skill for programs in selected schools where the labor market justifies programs based upon the availability of input/output and peripheral equipment operators.

** For the three occupational program areas, this area relates to the management of the personal business of other people. For the Personal Business Management area, this relates to the management of one's own business affairs such as: effective buymanship, money management, consumer protection, banking services and activities, basic legal concepts, credit, insurance, investments, communication and information systems, transportation and travel services.

The Business Education Curriculum

An effective employee may be characterized as an individual who is able to complete successfully the tasks relevant to the job held. To complete any task, as an employee or as a consumer, one must possess specific competencies such as those selected as highest priority by the committee, found in Table 1. It will be noted that the committee set first priority for many competencies, including the ability to weigh alternatives and select the most appropriate action, the ability to communicate effectively, the ability to understand work flow, and the ability to interact effectively with one's colleagues and supervisors. These competencies are currently items in today's business education curriculum but usually are assigned a very low priority in relation to other subject matter.

In the judgment of the committee, competencies should serve as the basis of the business education curriculum. It is also recommended that the curriculum should be designed on a modular basis. This is a change from units tied to subject matter and time allocations used in the past. The committee uses the term module to identify curriculum offerings organized around one or more competencies.

Following is a description of the basics of the recommended business education curriculum.

Competency Based

THE BUSINESS EDUCATION CURRICULUM IN NEW YORK STATE SHOULD BE BASED ON COMPETENCIES NEEDED FOR PRODUCTIVE AND SATISFYING PROFESSIONAL AND PERSONAL LIVES. Continued sharing of problems, ideas, and experiences of students, educators, businesspersons, and consumers should keep the list of essential competencies current and the curriculum relevant. The business community should have substantial input into the development of required occupational competencies.

Certain core competencies should be required of all business students regardless of geographic region or program area. Students will need additional competencies in varying degrees and mixes depending upon their particular chosen occupation and specific geographic location. Thus, the business education curriculum should be based on universally accepted competencies while providing geographic and individual school and student flexibility.

To accomplish these objectives, while maintaining acceptable standards of performance, the following curriculum development procedures are recommended.

Recommended Curriculum Development Procedures

THE STATE CURRICULUM SHOULD BE DESIGNED ON A MODULAR BASIS TO PROVIDE FLEXIBILITY IN PROGRAM DESIGN FOR INDIVIDUAL INSTITUTIONS AND STUDENTS. Each module should be designed around one or more competencies and include performance objectives, a brief suggested, as opposed to prescriptive, content outline, and a series of test questions or evaluation techniques. The development of these modules should be coordinated by the Bureau of Business Education.

These modules should be combined into a series of core module patterns from which schools or regions may make selections. Additional modules should be available from the State Education Department or should be developed locally to provide geographic regions and individual schools the opportunity to provide programs based upon local employer and student needs and interests. As the modules become available, educational planners will select modules rather than units to make up the course work of their programs.

Meeting Local and Individual Needs

To meet the needs of their local employment market and the needs of individual students, districts will have the opportunity to make the following types of decisions:

Step 1: Determine objectives of the programs they will offer and select the total array or cluster of competencies needed by their students to meet these objectives. This determination should be based upon local input from both education and business communities to ensure that the graduates will be able to obtain and hold positions within an occupational cluster in their geographic region.

Step 2: Select universal core patterns specified by the committee and available from the State Education Department that most closely resemble the total array of competencies determined in Step 1. The core patterns will very likely be built around broader objectives and contain more competencies than the local committee may have specified. These additional objectives and competencies should protect the individual student who may not remain in his/her own community for employment. The core patterns will be considered complete and universal.

Step 3: Select supplementary modules from those available or develop additional modules locally to add to the core patterns selected in Step 2 to ensure that all objectives and competencies determined necessary at the local level in Step 1 are included. Here the local planning group is able to supplement and enhance the core modules to meet unusual local needs or to provide their students with competencies beyond those minimally required. At this step the core modules must be considered minimal.

Step 4: Identify and use resources needed to offer the selected modules effectively.

Step 5: Select and develop instructional strategies needed to present the selected modules to students effectively.

State and Regional Committees

Each of the 13 planning regions should create a committee responsible to its own regional curriculum specialist and planners as well as to the State Education Department. These committees should assist teachers and educational managers in their local area to implement the curriculum development plan above. A statewide committee composed of one member from each regional committee should be established in conjunction with the Bureau of Business Education to review, on an ongoing basis, the core patterns and the content and value of individual modules.

Implementation

The committee recommends that these new curriculum procedures be established over the next few years in a two-phase approach. In addition, within the next two years a new State Administrative Handbook should be released, to contain the competency-based universal core patterns. All modules for these core patterns should be available later, as well as a comprehensive testing program.

Phase 1 Implementation. Available (present) state modules should be designed into a series of appropriate core patterns and the present testing system should be expanded to include a comprehensive examination for all business students at the end of their junior year. This examination should measure core competencies expected of business students regardless of geographic region or occupational cluster.

Phase 2 Implementation. Phase 2 should be in operation by 1985, including a revised Administrative Handbook, new and updated modules, specified core module patterns, a comprehensive examination for the common core patterns, and specialized comprehensive examinations for each of the four curriculum areas.

Effective Use of Resources and Instructional Strategies

The committee addressed itself to the problems of making effective use of resources and selecting effective instructional strategies. Their recommendations follow.

The Teacher as Manager of Learning Resources

TO MAKE USE OF THE RICH AND VARIED RESOURCES WHICH EXIST IN BUSINESS AND EDUCATION, THE COMMITTEE RECOMMENDS THAT THE BUSINESS TEACHER WILL NEED TO TAKE ON THE ROLE OF MANAGER OF THE INSTRUCTIONAL PROCESS.

Teaching will become a process of structuring effective learning situations by selecting strategies, materials, supplies, equipment, and resources to provide suitable alternatives for students. This task must be balanced with the traditional role of the teacher as transmitter of knowledge, motivator of student interest, and diagnostician of student needs.

Articulation with Business

A study of the mission and scope of a number of business training programs indicates that this training is of a different nature from that of the secondary school business education program, and therefore, should not be copied by business educators. Industry continuously evaluates the skills and competencies of employees and provides workers with those deemed necessary. The secondary school program is designed to develop all those competencies considered essential for initial employment.

The business education training program in the secondary school should be articulated with business training programs, however, where the local district cannot provide up-to-date training because of changing technology. This can be done by special or on-the-job training. Additionally, the resources of business and industry, including its personnel, facilities, printed word, and training programs, should be used to help provide practical realistic experiences to supplement the classroom.

Learning experiences must include involvement with the specially trained personnel of the entire community outside the classroom in addition to the skills, understandings, and knowledges that can be learned from the teacher in the classroom.

The Bureau of Business Education should develop guidelines for teachers on how to work with the business community and how to use the community business resources available.

Teaching Methods

THE COMMITTEE RECOMMENDS THAT THE BUSINESS TEACHER BE ENCOURAGED TO BUILD UPON AND EXPAND THE LEARNING OPPORTUNITIES AVAILABLE IN THE CLASSROOM THROUGH YOUTH GROUPS, SIMULATIONS, AND INDEPENDENT PROGRAMS. Schools should develop youth leadership programs such as the Future Business Leaders of America, which has proven to be an effective vehicle for the development of many of the competencies noted in this report. Simulations could be designed with the assistance of the business community either to be completed in business or in school. Cooperative work-experience programs should be strengthened. Independent programs, computer-assisted instruction, individualized instruction, work-flow simulation, and team planning with other disciplines are additional techniques that should be adopted or adapted by business education.

Adult Business Education

The committee reviewed the status of adult business education and makes the following recommendations.

1 The state should move toward a program for the certification of adult business education teachers.

2 Adult business education programs should be enlarged as part of the day school and as stand-alone programs.

3 Adult business education should include refresher and updated courses as well as the development of basic skill courses.

4 The taxpayer's and voter's needs must be met by an attempt, whenever possible, to meet adult educational needs through comprehensive and coordinated business education programs.

5 Both vocational business and nonvocational business education should be offered. Because the adult education population is not a stagnant one, there should be continued reassessment of these needs, and adjustment made where needed.

Program Articulation

Duplication of effort and offerings of business education between the various academic levels and curriculum areas is a deep concern of the committee. The State Education Department should take a continuing leadership role in coordinating the business education programs in the secondary schools (including public and private high schools and area occupational centers), private business schools, two-year colleges, and four-year colleges and adult education programs.

Such an articulated program should include a uniform evaluation system that is tied to a certification of skills. It should prevent the unnecessary duplication of course work to be completed by students and effectively utilize the staff and equipment of the various agencies in the most cost-effective, educationally sound method possible.

The curriculum at all levels should be competency based. It is also recommended that business educators at all levels should work closely with other curriculum areas to offer a comprehensive program without duplicating efforts. Periodically, due to the changing labor market, new competencies will emerge which business education students will need. When new competencies are needed or when personal business management competencies change, articulation should provide solutions

to the questions of where and from whom the competencies can best be attained. Likewise, when other areas find that they are in need of programs or portions of programs presently offered by the business education department, efforts must be made to open the desired content to their students. The committee found that many competencies considered central to business education are also survival skills for all persons in our technologically complex society. Thus, in addition, a great deal of the personal business management content identified in this report is considered to be essential to the learning of all students and should be made available by business education. It is strongly urged by the committee, therefore, that the infusion of these competencies into the general core curriculum, as opposed to the business education core curriculum, be studied by a task force to be composed of interested groups and business educators.

Business Teacher Education

To meet the wide array of challenges facing business education in the years ahead, a great deal of program modification, as recommended in this report, will be needed. A KEY IN THE DEVELOPMENT AND IMPLEMENTATION OF THESE CHANGES WILL BE THE TEACHER EDUCATION INSTITUTIONS. THEY MUST PROVIDE THE LEADERSHIP TO TRAIN AND RETRAIN THE BUSINESS TEACHERS TO COPE WITH THE CHANGING TECHNOLOGY IN BUSINESS AND TO DEVELOP EFFECTIVE INSTRUCTIONAL STRATEGIES.

To accomplish these objectives and train sufficient numbers of teachers to fill the anticipated 500 to 600 annual openings in business education and the possible retraining of the present 12,000 business teachers in New York State, the following recommendations are made:

1 An effort should be made to consolidate and strengthen the number of approved business teacher preparatory programs at the undergraduate level and to establish guidelines for minimal standards for those approved. The number of approved programs should be geographically dispersed to serve the entire State and to match as closely as possible the annual needs for business educators at the various instructional levels.

2 As undergraduate competency-based business education programs are approved, ties should be firmly established between neighboring two- and four-year colleges that will ensure that business teachers are provided training for teaching the office skills (including shorthand, typewriting and basic office machines) and computer science.

3 No undergraduate competency-based program for business teachers should be approved that does not prepare a teacher for at least two of the principal career programs in business and/or business and distributive education.

Maintaining a Relevant Business Education Program

The committee has noted that the State Education Department should provide leadership in assisting business educators throughout the state to develop the specific curriculum, instructional strategies, and operational procedures that must be used to implement these recommendations during the coming years.

Continuous changes in the business and education communities, however, will require business educators to re-examine and modify their program on a continuous basis. To assist educational planners in maintaining a relevant program, the committee recommends that the State Education Department determine the effectiveness of the programs proposed here by measuring the success of graduates by appropriate means such as follow-up studies, surveying businesspersons, and monitoring of programs offered. The committee also recommends that in the mid-1980's a follow-up of the present study be carried out to re-examine the position and future of business education at that time.

Appendix A

MEMBERS OF THE STATEWIDE BUSINESS EDUCATION REVIEW COMMITTEE

Secondary School Teachers

Herbert Yengel, Coordinator
Business Education
Farmingdale Public Schools
Lincoln Street
Farmingdale, NY 11735

Millie Frandino, Chairperson
Business Education Department
Monroe-Woodbury High School
Dunderberg Road
Central Valley, NY 10917
(recently appointed to:
Associate, Bureau of Business
Education, State Ed. Dept.)

James L. Ralston, Chairperson
Business Education Department
Massena High School
Highland Avenue
Massena, NY 13662

Irene Schindler, Chairperson
Business Education Department
Mount Vernon High School
100 California Road
Mount Vernon, NY 10552

Leocadia Ozimek, Chairperson
Business Education Department
North Tonawanda High School
405 Meadow Road
North Tonawanda, NY 14120

City Directors

Robert Allen, Supervisor
Business Education
Syracuse Public Schools
409 W. Genesee Street
Syracuse, NY 13202

Norman Watnick, Assistant Director
Bureau of Business and Distributive Education
New York City Schools
131 Livingston Street
Brooklyn, NY 11201

Teacher Educator (4-year colleges)

B. Bertha Wakin, Professor and
Coordinator
Business Education Program
University at Albany
1400 Washington Avenue
Albany, NY 12222

Two-Year College

Elizabeth Iannizzi, Professor
New York City Community College
300 Jay Street, N1013
Brooklyn, NY 11201

Administrators

John Sackett
District Superintendent
Rensselaer Columbia Occupational Center
1500 Schuurman Road
Castleton, NY 12033

Business Leaders

Angelo Cappello
Office Service Manager
PepsiCo., Inc.
Purchase, NY 10577

Arden C. Barie, Director
Kodak Office General Employment
Eastman Kodak Company
343 State Street
Rochester, NY 14650

Ralph E. Hersey, Manager
Information Systems & Computations
Large Motor & Generator Products
Department
General Electric Company
Bldg. 66, Rm. 207
1 River Road
Schenectady, NY 12345)
(recently appointed Program Manager,
General Electric Co., Daytona Beach, FL)

Danella Schiffer
Assistant Vice President
Urban Affairs & Human Resources
Citibank
399 Park Avenue
New York, NY 10022

Howard Mase
Vice President
Education and Training
Citibank
399 Park Avenue
New York 10022

State Education Department

Willard R. Daggett, Associate
Bureau of Business Education
State Education Department
99 Washington Avenue
Albany, NY 12230
(recently appointed Chief,
Bureau of Business Education)

Phillip S. Atkinson
Project Administrator
Baruch College, CUNY, Box 307
17 Lexington Avenue
New York, NY 10010

Hobart H. Conover, former Chief
Bureau of Business Education
State Education Department
99 Washington Avenue
Albany, NY 12230

Sigmund Tobias
Project Director
Institute for Research Development in Occupational Ed.
Graduate Center, CUNY
33 West 42nd Street
New York, NY 10036

Lee Cohen, Director
Institute for Research Development in Occ. Ed.
Graduate Center, CUNY
33 West 42nd Street
New York, NY 10036

Theresa Mack, Associate
Bureau of Occupational Education Research
State Education Department
Albany, NY 12234

Appendix B

POSITION PAPERS AND RESEARCH DOCUMENTS

Please forward the following position papers to: _____

_____

_____

_____ THE FUTURE OF BUSINESS EDUCATION
Herbert R. Bienstock

_____ BUSINESS AND THE FUTURE: A VIEW OF THE POSSIBLE
Ian H. Wilson

_____ THE FUTURE ENVIRONMENT FOR BUSINESS, EDUCATION, WORK, AND LEISURE
Robert F. Bundy

_____ THE FUTURE OF COMPUTERS AND BUSINESS EQUIPMENT
V. E. Henriques

_____ THE OUTLOOK FOR BUSINESS EDUCATION IN NEW YORK STATE:
DEMOGRAPHIC AND ECONOMIC FACTORS
Emanuel Tobier

_____ SOME CONCERNS ABOUT BUSINESS EDUCATION
Victor Van Hook

_____ CHALLENGES FOR BUSINESS EDUCATION
Jeffrey R. Stewart, Jr.

_____ IN SEARCH OF NEW DIRECTION
Hobart H. Conover

_____ THE FOG IN THE CRYSTAL BALL
THE EMPLOYEE SKILLS BIG BUSINESS NEEDS IN THE NEXT 20 YEARS
Marla S. Batchelder

_____ HELP FROM RECENT RESEARCH FOR EDUCATING STUDENTS FOR TOMORROW'S JOBS
Gloria Ortner Chapman

_____ AN OVERVIEW OF EDUCATIONAL REQUIREMENTS FOR ENTRY LEVEL WORKERS
IN GOVERNMENT
George Meyer

_____ A PROPOSAL FOR DEVELOPING THE NEW YORK STATE BUSINESS EDUCATION
CURRICULUM
Gerald W. Faust

_____ A PROPOSED PROCESS FOR DEVELOPING A BUSINESS EDUCATION CURRICULUM
Fred S. Cook and Rita C. Richer

_____ INTEGRATING THE COMPUTER INTO VOCATIONAL BUSINESS OCCUPATIONAL PROGRAMS
James L. Morrison

_____ GOAL STATEMENT FOR STATEWIDE BUSINESS EDUCATION EVALUATION COMMITTEE

_____ A LOOK TO THE FUTURE
Bureau of Business Education

_____ NEW YORK STATE PROJECTIONS OF PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT
State Education Department

_____ SURVEY OF ENTRY-LEVEL BOOKKEEPING ACTIVITIES
State Education Department

_____ STATUS OF ADULT EDUCATION IN NEW YORK STATE
State Education Department

_____ ESSENTIAL COMPETENCIES FOR ENTRY LEVEL OFFICE EMPLOYEES
State Education Department

Return request to: Professor Phillip S. Atkinson, Director
Business Education Program Center
Baruch College, CUNY, Box 307
17 Lexington Avenue
New York, NY 10010